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The Quarterly Journal of the
SOUTHEASTERN LIBRARY ASSOCIATION

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Understanding Through the Media Of Mass Communication

By HENDERSON LANHAM*

Woodrow Wilson once said, "Comprehension must be the soil in which grows all the fruits of friendship." It has been said also that "Understanding is the wealth of wealth." Ignorance is an enemy of democracy, and we Americans must be educated to the ways of foreign nations so we might live democratically in this modern world of ideological conflicts. The United States, playing such a large part in today's small world, is concerned with its security and well being. Once, in the not too distant past, our Nation could tend to its own business with comparatively little interference; now it is immersed with other nations in a well of frightening uncertainty. The great battle against ignorance and the battle for men's minds has yet to be determined.

The American public, perhaps more than any other group of people, plays a much larger part in international relations because of its greater knowledge of the world around it. At one time international crises were understood by, and the problems were solved by, a few diplomats who reached agreements in secret conferences. Today, United Nations meetings are broadcast by radio and television; they are reported in newspapers and magazines, they are talked about throughout the Nation by people of all socio-economic levels. An open,

fearless discussion of international affairs is a milestone in the development of our democratic way of life.

Discussion, as such, however, is not enough. It must be an informed and enlightened discussion. It is one of the obligations of our country's institutions, the libraries included, and the people in the position to do so, people like yourselves, to carry on a program to inform Mr. and Mrs. America and the young Americans of their counterparts in other nations of the world. To understand another nation and its people, its economic, social, and political life, is to lessen the chances of another devastating war. To foresee and interpret another peoples' actions, to counteract them before they can be used to undermine our democracy, this is to defeat the enemy with the force of knowledge rather than the force of arms. That we might understand why a given people or nation acts in a way in which it does, it is necessary to know its history, motivations, goals, and ideologies. We in the United States no longer live in a vacuum and must act accordingly. Government officials, the man in the street, the woman in the home—all must become a part of and become acquainted with the large, complex pattern that rules the world today.

I repeat, and I cannot over stress, more than ever before Americans must become an informed populace and world-conscious to survive the hectic period in which we live. Who is the informed and world-conscious

*This paper was read by Mr. Lanham at the second general session of the Georgia Library Association conference in Savannah on November 7. The cause of libraries lost a good and able friend when Mr. Lanham was killed by a train hitting his car on Sunday afternoon, November 10.

American? He is the American that believes understanding and knowledge of others can become a powerful force in achieving world peace. He learns how people in other nations live and recognizes the common bond of humanity which underlies all differences in culture. He has a continuing interest in world affairs and devotes himself seriously to the analysis of international problems with all the skill and judgment he can command.

We Americans are fortunate. In this Nation we are blessed with the tradition of free speech and free press which are deeply ingrained into the fiber of our life. We Americans have access to newspapers, magazines, radio, television, and all other modern avenues of information at our continual service at very little or no cost at all. We Americans have the opportunity to be unusually well informed in the complexities of world affairs.

It is not possible for all government officials or all Americans to learn of the economic, political, or social patterns of a nation through first hand experiences. It is necessary, therefore, to gain experiences through the medium of mass communication. Mass communications, however, with all of their untold blessings are often used to impregnate propaganda into the thoughts of the unwary. For the most part, Americans can determine propaganda from facts, but, nonetheless, persons in charge of mediums of public communications are faced with a serious responsibility in the dissemination of information on national and international levels. They must decide whether or not they should merely disseminate information, or should they also attempt to guide the public into avenues of specific thought. Many students of demo-

cratic political procedures agree that legislators and dealers of mass communications should be free to lead the public, but their propaganda should be clearly identified so the public will know what is fact and what is opinion. Reliable sources of information keep their news reports factual and express opinions in editorials or interpretations.

The American public learns of social, political, religious, economic, and other phases of life in foreign nations through various media. The most common media of mass communication used by Americans in one form or another every day are television, radio, and the printed word.

No one can doubt that the medium of television has opened undreamed of possibilities in the realm of educating the public toward living in a world of many variances. Television in the United States, more than in any other country of the world, has become almost an integral part of living. Last year, 76 percent of all the homes in this country contained one or more television sets. In 1947 there were only seven television stations broadcasting, but now, 10 years later, they number over 500. Television is a force for influencing and teaching the public. The mass production of television sets, better programs, and lower prices may eventually make television the most popular communication medium. Since television viewers can see as well as hear the programs and can watch the participants' expressions and gestures, it becomes a personal experience. Presenting a close-up view of an event while it is taking place makes the possibilities of television almost limitless. A few minutes of watching the Soviets quell the Hungarian revolt brings to heart and mind the oppressiveness of Communistic rule. Pro-

grams presenting world leaders in panel discussions, the "roving-camera" type programs, these and others of their type do much to acquaint the American with the world around him.

Television is large and is growing, but it still does not reach the number of people reached by radio. In the United States today there are more than 4,000 authorized radio stations broadcasting an average of 17 hours each day. The number of stations has increased by almost 3,000 stations in the last 10 years. The voice of the radio enters homes without electric lights and without plumbing, it enters the homes of the wealthy as well as the poor, it enters our automobiles, the voice of the radio surrounds us. The influence of radio is great. Radio broadcasting presents news, commentaries, speeches, discussions, debates, and entertainment.

Through radio and television, we learn much of what we know about national and international events. Under our system of free speech, many controversial issues of public concern are presented over the airwaves. Foreign representatives and members of their governments, members of the United States Government, and "the man in the street" are heard on radio and seen on television. The President takes to the radio and television to explain his domestic and foreign policies to the people. Citizens, in and out of Congress, also present their points of view—thus the public benefits from learning.

It cannot be denied that we learn from audio-visual forms of communications, but these forms, and your Association will agree, have not replaced the printed word. A voice is heard, a figure seen, and then it has passed. The incident cannot be

repeated as a printed page can be read, digested, and reread. Men have read in the past, and reading will continue to be their prime source of information in the future. Although the average American spends more time before his radio or television than he spends in reading, printed matter is considered to be a more powerful conveyor of learning. Audio-visuals present the highlights of events, but the printed page publishes the details. We read for information concerning personal interests and enterprises, for consciousness of how other peoples think and feel, for the sharing of attitudes and ideas toward life, for understanding the past, for insight into the present, for determining the direction of tomorrow.

Newspapers and news magazines are among the most important channels through which the public learns of political, social and economic conditions throughout the world. What is published in these sources becomes the basis for discussion, decision, and action by the American people. News of an earthquake in Japan brings aid from sympathetic Americans; a revolt of a communist satellite brings messages of encouragement. Most Americans read one newspaper a day, and many read two; it is through these sources that they become informed and react accordingly.

In 1956, this country's newspapers consumed 6,802,000 tons of paper to carry the words to the American public describing the current events. Some 11,300 papers are printed in the United States. The circulation of the daily papers alone, excluding the Sunday edition, numbers over 56,000,000 copies, and the circulation of the Sunday papers is only 10,000,000 less. Newspapers, from the small town weekly to the large metropolitan dailies, educate the American public

in many ways. They criticize policies and programs which they consider to be against public interest; they praise those of which they think well. They expose corruption and support reforms for the betterment of mankind. They fight intolerance. It is hard to think of any field in which newspapers do not affect the course of public opinion in one way or another.

Aside from the newspapers, Americans will be able to choose from more than 7,000 magazine titles that will leave the presses and enter the home or public institution this year. Magazines such as *Newsweek*, *Time*, *Life*, *United States News and World Report*, and many others will bring to Americans, in words and pictures, events and happenings of the world. Magazines, not so commonly found in the home as the aforementioned, like those issued by the United Nations, bring to the attention of the readers the situations in far flung areas.

Books, contrary to the belief of many, are still being read in the United States. Last year, book publishers in our country alone released more than 12,000 titles, and, of this number, 10,000 were new books. This vast number of new books did not include the many new or revised editions, countless cheaper editions of the standards, reprints, pamphlets, theses, or reports. Americans today are not only interested in the light novels and "whodunits," but among the top of the best-seller lists are books dealing with sociology, economics, and politics.

A look at the best seller list is revealing. Even among the works of fiction there is a revaluation of the American's interest in the events of a torn world. *On the Beach*, although fiction, deals with a timely topic and is being serialized in some newspapers to bring it to the public's attention. Among the non-fic-

tion, *The New Class and Nuclear Weapons and Foreign Policy* are just two more among the many books that bring an understanding of our times to the readers. Books depicting or explaining the struggle between democracy and communism are read by people hungry for an explanation or solution of the world's turmoil.

Our knowledge of world problems and trends has a much greater force in our democracy than it would have in a totalitarian state. In the latter, actions of leaders may be halted eventually if opposed by the masses; but in the former, proposed governmental actions are often stopped if the informed people are against them. Even the totalitarian states recognize the importance of public learning and understanding. They try to control it by seizing, directing, and censoring sources of information to make their people think that which the state desires. Indeed, the purpose of the iron curtain is to isolate and insulate the people of Russia and the satellites from news or views which may run counter to the plans and programs of the Soviet Government.

The library faces an exceedingly important role in the dissemination of materials to readers in the United States. Since it is impossible for everyone to buy all the material he wishes to read, one of the duties of the library is to supply the printed word that will increase the Americans' understanding of the other countries of the world. The librarian plays an important role in the selection of materials, the type of collection, and the distribution of the collection. One cannot hope to defeat a way of life unless one understands it, and the library does much, and will do more, to supply materials showing the American how other nations live. With books, magazines, pamphlets, newspapers, and other li-

brary resources at his disposal, each American can develop an understanding of the differences between democratic and totalitarian processes in culture and science, communication and travel, publications, industry and trade, the home, living standards, political processes and social and economic changes.

Through the media of mass communications, the American, with the aid of the library and the librarian, can see how totalitarian states conduct relations with other countries. Suspicion is their guide; aggressive actions are taken when vehement demands are not met. Their culture, dictated by political expediency, cannot compare with ours which is developed by the individual. These facts, plus others, open new worlds, often filled with horror, to the otherwise unknowing American. And you, the librarian, often hold the key to unlock the treasures of understanding conveyed by the printed word.

In our society today the library is playing a different role than it has played in the past. At one time the library was a storehouse of books and knowledge—the librarian was the keeper. The library was found in the homes of the rich. Now it is a public institution open to all those with a desire to read and learn. It is no longer a mere storehouse, it is a living thing with a purpose and a duty. The librarian is no longer a keeper or a watchman, but he is a part of the community's educational force. More than ever before, the library is entering the world of all mass communication media. Libraries, correctly sensing the advantages of television, have gone forth and met the public in its own living room. Many libraries have programs of educational nature: reviewing books, dramatizations of parts of books, and other activities to arouse the public's interest in the library.

The radio is not a new medium to libraries, and they have, for a number of years, exploited and shared the fruits of the radio audience.

Pick up the newspaper, in a smaller town particularly, and the library's new acquisitions are listed. The alert library and librarian takes advantage of the forms of communication to tell the American of its existence, its services, and its hopes to sell itself. The person who regularly uses the library does not have to be enticed through its doors, but is that enough? Is it not the duty of the library not only to supply the materials to those who want them, but also to interest the non-users to partake of the wealth of understanding found on the library's shelves?

And now, thanks to your efforts, our libraries have taken the wings of the morning and flown to the uttermost parts of our country. Literally you have put the libraries on wheels thereby taking advantage of one of the greatest discoveries of the early days of civilization, and are taking the learning of books to those who have in the past sat in the darkness of ignorance. There is no way to estimate the results of your efforts to carry the precious wealth of books to the underprivileged and those to whom other libraries are not accessible. You may be sure that your work is appreciated and highly valued by the Members of Congress. Were it not so we could not have gotten for you the appropriation that we did get this year for your work.

In closing let me say again that a well informed public is our best defense in battling communism, totalitarianism, fear of war, and all other pestilences on our threshold. A convert to the learning of the world situation, peoples of the other nations, social, diplomatic, economic, and political affairs, is a convert to the furtherance of world peace.

New Wine—New Bottles

By MRS. GRACE STEPHENSON*

It is a great privilege for me to share the platform tonight with Congressman Lanham and thus have an opportunity to thank him personally and publicly for the support he gave to the Library Services Act in the Subcommittee on Appropriations. We know how hard he tried to get us six million, and it was certainly through his persistence that we got five. Julia Bennett told me that she doesn't know what she would have done without the help of Mr. Lanham and Congressman Landrum, who handled the Library Services Act in the House.

I have taken the liberty in my title of paraphrasing Matthew's "old wine in new bottles" to use it as a symbol for what I want to say tonight. We are faced, in this world that, as Robert Oppenheimer puts it "changes as we walk in it," with a need for a new kind of library different from that concept of a library that became a fixed image in people's minds a generation or two ago, an image which still persists in the minds of many of us, both librarians and public, today.

This was sometimes an image of an institution devoted to providing the Bobbsey twins to children and love stories and crochet patterns to women—inadequately housed, even more inadequately supported, and served by an aged gentlewoman who needed to supplement her income, or a hardworking clubwoman, generous with her time. For such a library any

book with hard covers would do. Or it might be an image of an austere and remote institution, fairly well stocked, staffed and housed, but not used—mausoleum, would have fitted it better than library. These ideas of what constitutes a library still persist in some places. I met a library trustee only a few days ago who told me with some pride that their librarian was 87 years old and had been on the staff over 50 years. I was in a county library less than two years ago where the only encyclopedia was published in 1873 and two volumes of that were missing. There are still government officials who think that libraries are only for women and children, or they are for scholars, and everybody knows they don't do anything to increase the local payrolls. No matter which image persists in their minds, and that of the public, the library comes out as low man on the budget totem pole. The inadequacy of the collections in many college libraries, the salaries and standing of their staffs, reflect the same kind of attitude on the part of college officials.

This stereotype of the library in the minds of the public, and to some extent in our own minds too or we would not suffer the situation so meekly, prevents the library from fulfilling the role which was originally conceived for it. The public library was conceived as an educational institution in that typically American tradition that every man has the right to an education and to continue that education throughout his life. Early public libraries did

*This paper was read by Mrs. Stephenson at the second general session of the Georgia Library Association conference in Savannah on November 7.

not even serve children, that came later. The college library was meant to be the heart of the institution—witness the story of John Harvard's library and the founding of Harvard. Public libraries, and many college libraries, are tax-supported institutions entitled to their fair share of public funds and obligated to return to the taxpayer his money's worth in good service.

The library is a social agency and as such must be sensitive to, and responsive to, the social changes and needs of its time. Those changes, and the corresponding needs, have accelerated and intensified in recent years increasing the library's problems and responsibilities. One of the great social changes for which we must be prepared is the explosive increase in population during the last half of this century. It is estimated that there will be between 275 and 300 million people in this country by the year 2,000. Not only will libraries be called upon to serve an increased population, but the character of that population will have changed. A far higher proportion of them will be urbanized. A much higher proportion will have had a college education. There are now between 5 and 7 million people in this country with a college education. By the end of this century that number is expected to rise to 75 or 100 million. These two factors mean greater demands and different demands on our libraries since the correlation between education and reading is well established.

Another social phenomenon affecting the library is the rise of the mass communication industry, presently centered in television, which is both a promise and a threat. It might be looked upon as a threat because it may affect our circulation figures. It is now pretty generally conceded

that TV provides real competition with the movies, radio soap operas, and light reading—both magazines and books. So our circulation of love stories and whodunits will decrease, but the money spent on them can go into the more serious reading, and this kind of reading TV apparently does promote through its better programs. We know that the people who look at the better TV programs, go to the better movies and plays and listen to good music also read more and better books.

Libraries have been losing ground in their efforts to serve the people. We do have increased budgets and increased circulation figures, but library development has not kept pace with the population increase nor have our budgets grown in proportion to the increase in the national income. If we are going to meet our obligation to society in the next few decades we must find new bottles and new wine to put into them.

There are several good omens on the horizon which, if we seize upon them, will put us a long step forward. The very fact that they have appeared almost simultaneously in itself indicates a propitious moment for libraries. They should not be regarded as isolated phenomena, but should be related and used together in such a way that the whole may be greater than the sum of its parts. It hardly seems necessary to name them over, but it makes an impressive list: The Library Services Act, with the opportunity it provides for the development and extension of library service and the consequent strengthening of the Library Service's Branch in the USOE; the Foundation grants to college libraries which are helping many institutions build up their resources; Operation Library, the national program of the Jaycees which is causing

many young men to become actively interested in their local libraries; the formation of the National Book Committee which has drawn prominent national figures into an effort to bring about a wider use of books; the establishment by the Ford Foundation of the Council on Library Resources to study the problems of library technology and administration; and finally the forthcoming National Library Week sponsored by the National Book Committee and the American Library Association, which has the active support of the communications media in bringing libraries to the attention of the whole country. Add to this the fact that new library buildings are springing up all over the country, that new standards for public library service have been approved by the ALA Council and new standards for school libraries are in preparation, and we begin to see a pattern of a much wider and stronger framework, a new bottle, within which to construct library services for the people of the United States.

All of these things coming together represent an unprecedented opportunity. What we do with it depends on ourselves. Are we willing, capable and ready to realize on this opportunity? Some of us are still coasting along with the same attitudes and concepts about library service with which we left library school ten, twenty, shall I say thirty years ago. The world has changed, it changes more now in a year than it used to change in a decade, and libraries and librarians must change with it.

There are stereotypes of librarians too, and if some of the stereotyped images of libraries persist in the minds of the citizen it is partly because his stereotype of a librarian may still be seen in the flesh. One reason we become so anguished over

the recurrence of the stereotypes is that there are still enough of them around to make it painful. A friend of mine who is helping to edit the Madison papers told me they recently sleuthed out a Madison letter in a little village library. The very elderly woman in charge would not let them photograph it, though they were allowed to copy it. While there they discovered that the library had a number of priceless letters from early presidents and political figures. Where was she keeping them? Interleaved in a bound copy of an old magazine that her successor might throw out without a second glance. Have you ever heard Verner Clapp, President of the Council on Library Resources, talk about some of the projects they are working with? One is the telecasting of a book upon request, so that you might sit in the library at the University of Georgia and read a manuscript in the rare book room at the Library of Congress. The gap between these two ways of doing things is the gap we must bridge if we are to make the libraries of today and tomorrow serve the needs of today and tomorrow.

We are under obligation to do so. The Library is an educational institution and we, as librarians are educators in our particular sphere. It is not enough for us to build up good collections of materials, well organized and cataloged for use, then barricade ourselves behind them waiting for the courageous citizen to reconnoiter the flight of stairs and the marble lobby to attack the circulation desk. We must see that those materials are used; that the community which the library serves, be it county or town, college campus or school building, is aware of what the library can mean to them.

The people of this country had a

sharp and salutary shock when Russia launched her first and then her second satellite. The results of our ten years of complacency and anti-intellectualism were brought home to us most unpleasantly. We should know now that we must extend and improve our education for people of all ages, we must re-educate many adults, we must arouse in the minds of our children and young people that intellectual curiosity that will lead them to continue their education throughout life, for no one ever finishes his education particularly in this world of swift and drastic change.

It is not possible to teach our young people of today what they will need to know 25 years from now. No matter how fine the educational institution you attended in the 20's or how well you did there, it could not possibly have prepared you for the technological and social changes that have taken place since that time. What did any of you learn in school that would have prepared you for the social implications of automation, nuclear fission, or the complexities of our foreign relations? Formal education can give to our youth habits of active inquiry that carry through life, but "There is no way on earth you can teach a college student today what he will need to know about economics or political science or physics or the agricultural sciences or engineering twenty-five years hence. There is no way you can acquaint him now with the literature or the art or music that will express the life of his own maturity. There is no way that education can relate a student to the world as it will come to be during his lifetime except by instilling the technique and the incentive to continue a lively participation in the unfolding intellectual and cultural life of

his day."¹ Furthermore, there is an adult mind, a mature mind, different from that of school-age—a way of responding, a way of seeing things. The textbooks in home economics and family relations conned at twenty have an altogether different aspect to the young woman of thirty with a husband and children. The Dostoevsky you read for a college class takes on new meaning when re-read at forty.

One of the most shocking things I have ever read was a recent New Yorker article which related briefly some of the results of the U. S. Army's intensive study of the Russian indoctrination of American soldiers taken prisoner in Korea. I was not so shocked at the subtlety and persistence of the Russian methods—this was not brainwashing—we have become familiar with Russia's conduct in such matters. The shocking thing was the susceptibility of the American soldier. More than thirty percent of them succumbed to indoctrination and contrary to supposition, while they were subject to various kinds of stress, they were not subject, generally, to torture. Almost immediately after being captured they abandoned discipline, refused to help themselves or each other, fell victims to what became known as give-upitis. They seemed to have none of these qualities we consider typically American—resourcefulness, independence, determination and strength. This is an article that should be read by every parent, every church worker, and every educator in this country.

Somewhere our training and our education failed these young men. Somewhere we failed to imbue them with those characteristics that have

1. Lacy, Dan Mabry. "Books and the Future: A Speculation." *Library Journal* 81: 2504-5, November 1, 1956.

made this country a leader among the nations. We are leaders not because of our strength and our material possessions. We are leaders because our ideals and our ideas have fired other nations with the hope of liberty and justice for a century and a half. When the Bandung Conference, involving the nations of Asia and Africa, met in 1955 the opening date, deliberately chosen, was the anniversary of the Battle of Bunker Hill. Four resolutions were passed at that conference and three of them were based on American ideology.

This leadership places a great responsibility on us, a responsibility which we cannot decide whether we will or will not accept. As one of the great powers of the world we either lead—or we will follow—and the latter is hardly the position in which we want to find ourselves. These are not ordinary times in which we can coast along on a leadership already established, on a respect already earned. Powerful forces would wrest that leadership from us; our own selfishness and disinterest in the face of increasing world crisis have seriously damaged that respect.

But, you ask, what is my responsibility as the librarian in a middle-sized Georgia town? The well being of a democracy depends on how wise and moral its citizens are in making the decisions which affect not only themselves, but in these days of swift transportation and communications, the entire world. You have in your charge the instruments that can bring about that wisdom, that will enable men to know, and really know, not act in judgments derived from half knowledge or ignorance which continue to perpetrate the evil consequences of our selfishness, prejudices and fears.

To act with wisdom requires other

attributes also, the ability to take the long view, to see things in relation to each other and to regard all men everywhere—not in the abstract, but in personal every day terms—as worthy of our concern. Governments cannot be run like statistical bureaus or business enterprises. Decisions affecting the life and welfare of human beings cannot be based on facts alone. They must be tempered with justice, compassion and understanding. Here too, the library can provide a wealth of material to help us cultivate these attributes. From the beginning of recorded history the world's great leaders have left for us their wisdom so that we might be so much the farther ahead on the path. The ancient Greek philosophers, the sages of the Far East, the Holy Bible, the early Christian fathers, the great historians, philosophers, poets, religious leaders and statesmen, right down to our own time have left us an incalculable treasure. Is this a talent to be buried? One of our prominent educators said recently, "To destroy the Western tradition of independent thought it is not necessary to burn the books. All we have to do is to leave them unread for a couple of generations."

I repeat, it is not enough for us to gather fine collections of materials, we must, to the limit of our ingenuity and imagination, stimulate their use. We don't sit in on international conferences, we don't devise Intercontinental Ballistic Missiles, we don't work in technical assistance programs in remote nations, but we handle the raw material which makes those things possible. We must regard our guardianship of these materials, and the uses we make of it with the urgency and the immediacy with which

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The Librarian and the Southern Literary Renaissance

By FLOYD C. WATKINS*

Early in September the Board of Education of the City of New York dropped Mark Twain's *Huckleberry Finn* from the textbook lists of elementary and junior high schools. Some anonymous pressure group had charged that Twain wrote the words *Negro* and *Negroes* without capital letters and that he wrote "some passages derogatory to Negroes." Here perhaps is a foreshadowing of what will happen to a book which is probably the only great work of literature in the nineteenth century written with profound sympathy for the Negro race. Modern readers are unable to see Twain's actual views in the novel although he was so prejudiced in favor of the colored race that his wife once advised him to consider everyone Negro until he was proved white.

If Twain's works are misunderstood, we can't even read the works of more modern authors. The attacks on Thomas Wolfe after the publication of *Look Homeward, Angel* were not due entirely to uncomplimentary portraits of local citizens. For years the public library in his home town did not allow one copy of *Look Homeward, Angel* on its shelves, and one indignant local citizen wrote an anonymous letter praising the library for refusing to circulate such an immoral and indecent book. Opinions of Faulkner are often as absurd or

violent as the opinions of Wolfe. When I spoke to a group of would-be writers last spring, one elderly lady accused Faulkner of being communist, and, on the other hand, a man who claimed that he was a psychiatrist maintained that Faulkner is so much a moralist that he has never described a selfish act on the part of a character in any of his stories or novels. Even Popeye's actions in *Sanctuary*, the psychiatrist argued, were for the gratification of others. One of Faulkner's neighbors last summer remarked to me: "You know, it must take a peculiar feller to be a writer. Faulkner's one of the ignorantest fellers I ever seen." Recently a university professor told a class in economics that the world would be better off if William Faulkner and William Shakespeare had died when they were two years old.

The first impulse is to respond to these comments with a raucous horse-laugh, because they are ridiculous. But we cannot laugh them out of the modern world because they are a basic characteristic of our time, a significant facet of our modern culture. They represent the reactions of some of the largest segments of our modern population toward literature in general. They reflect our American cultural illiteracy. But more particularly they are typical of the reactions of Southerners to the works of the writers of the contemporary Southern Renaissance.

At first glance the attitudes of present-day Southern readers toward

*Dr. Watkins is a member of the English Department faculty at Emory University. This paper was delivered at the general session of the Georgia Library Association conference in Savannah on Saturday, November 9.

writers from their own region seem to be a new phenomenon, but history and time have proved that the Southern writer seldom finds a large audience in his homeland. And he almost never forms a profitable or lasting alliance with a commercial publisher in the South. Despite these obstacles, however, the Southern writer since 1920 has succeeded by almost any standard of popularity or criticism. The sociological Mr. Howard W. Odum has followed the proclivities of his field and shown statistically that in the first half of the twentieth century novelists from the South won eight Pulitzer prizes, and they have written approximately one hundred best sellers. "Of the eleven best sellers that have exceeded or approximated a million copies, ten were by Southern authors." Never before has any Southern writer in his own time won so much international fame as has William Faulkner. The Fugitive-Agrarian groups in Nashville are more widely recognized now than Simms's Charleston school was in the nineteenth century, and according to Randall Stewart, they are the most significant American university literary group of any period except for those at Harvard in the 1820's and the 1830's. And the *London Times Literary Supplement* in a special issue on contemporary American writing is regionally almost unbalanced because it gives so much space and lavish praise to Southern writing.

If Wolfe and Faulkner have won international acclaim, they are still not well known to the mythical common reader of the South or indeed even so much admired in many circles as the notorious Erskine Caldwell. If Robert Penn Warren and Katherine Anne Porter have elicited praise from the most sophisticated critics, their works, with the exception of *All the*

King's Men, are little known by the general reader. Warren has been especially vulnerable to unfavorable reviews in the newspapers. If our renaissance is to be anything but an intellectual awakening on the upper levels, the writer and his Southern audience must move closer together. Modern writers being what they are and as obscure as they are, they will not move in the direction of the superficial reader, and the only solution seems to be to increase the perception and the profundity of this poor creature.

All the newspapers cannot solve the problem. Little or no help may be expected from this quarter if we may judge by the book review page of the *Atlanta Journal-Constitution*. The recent series of articles on "The South and National Letters" in this newspaper is an archetype of journalistic superficiality. The task seems to be left to the teachers and the librarians, perhaps especially the public librarians. Even here there are difficulties, for most of the librarians who exhibit Faulkner's works in his own home town unabashedly declare that they cannot read or comprehend his works. And even teachers of literature in some of our universities profess to an ignorance of Faulkner or an aversion for his novels. Imagine an educated Elizabethan who was proud of his ignorance of Shakespeare and Ben Jonson. If librarians have an educational and cultural responsibility to their patrons and their region, they must learn to read such authors as Faulkner and Flannery O'Connor and Eudora Welty and Allen Tate and John Crowe Ransom, because these writers are as much a part of our own immediate culture as Shakespeare is. This emphasis on contemporary writers is a heretical at-

titude toward the literary classics of our language, but it is time that someone charged some of our contemporary classicists with heresy toward their own culture. One great Southern university library, for example, until recently neglected to buy many of the volumes written by the new critics and many of the collections of poems and essays by Southern writers with obscurantist tendencies. The teacher of literature and the librarian should feel compelled to know the works of their contemporaries, and they should display and suggest books which the Southern general reader ought to read. No charges about the deliberate obscurities of Southern authors can relieve us of the responsibility of knowing what is obscure. Nearly all of us can read Mac Hyman's *No Time for Sergeants*, and most of us can understand some of the short stories by Flannery O'Connor.

So much, then, for the librarian's responsibility to Southern writers and readers. He owes even more to posterity and researchers who attempt to explain and interpret the Southern literary renaissance. If Faulkner's contemporaries are hard pushed to extract the meanings of his works, we can hardly imagine the difficulties to be encountered by our literary descendants, who will necessarily face greater problems because we are so rapidly forgetting folk mores, language, and customs on which the works are based.

Never before in history have the researcher and the librarian had such an opportunity to collect and preserve manuscripts and literary materials of many kinds. If we could conceive of the importance of a transcription of the sound of Homer's voice as he recited versions of the *Iliad* and the *Odyssey*, we could rea-

lize the possibilities before us. Certainly no recording of Homer exists, but the voice of Thomas Wolfe has been lost just as irrevocably as Homer's. And Southern libraries are losing materials to other libraries as well as to time. Most of the Wolfe manuscript materials, furthermore, are deposited in the library at Harvard, and the best Faulkner exhibit to date is now on display at Princeton. Whether it will remain in the North depends on the check-books and the initiative of Southerners. When the Wolfe materials were released, the University of North Carolina did not have the necessary funds immediately available, and neither the librarians nor the collectors in the state succeeded in raising the money. And now that the flow has started toward Harvard, it cannot easily be reversed.

Responsibilities here may belong to the scholar; if they do, he shuns them and works on the problem immediately at hand. Usually the materials in his current project are already deposited in a Northern or a Western library, and all too often he is out of the state at crucial moments of decision. He is not at home to collect contemporary materials so that future Southern scholars will not have to spend money to travel to see collections dealing with Southern authors. Rightly or wrongly, therefore, these duties rest squarely on the shoulders of Southern collectors and librarians. One wonders if the library at Georgia State College for Women and the public library in Milledgeville or any other libraries in Georgia have recognized their opportunities and started collections of works by and about Flannery O'Connor. What will future scholars find in Georgia libraries about Mac Hyman and Byron Herbert Reece and

Carson McCullers? Has any Southern library suggested to one of these authors that it would be pleased to have his manuscript in a special collection? As for Erskine Caldwell, we might sabotage Harvard by getting some energetic Southern librarian planted on the staff to collect Caldwell's voluminous and hastily written manuscripts, and perhaps some of the funds used to buy worthwhile Southern literary collections would have to be diverted to pay the expenses of the Caldwell Collection.

After deplorable neglect, the library in Asheville, North Carolina, finally recognized its responsibility to tourists and Thomas Wolfe's vast audience, and the scholar and the general public can now find there a few manuscripts, numerous photographs, a good file of Asheville newspapers, and an amazingly complete collection of clippings about Wolfe and his family and his relationship to the town. Some of these clippings contain relatively unknown biographical facts and significant statements made by Wolfe and never yet collected or published by critics or scholars. The student of Wolfe's reliance on North Carolina materials can find an astounding vertical file in which educated searching will produce numerous parallels between North Carolina life and Wolfe's art.

Unfortunately, this is probably an isolated success, and a contrary illustration is easily cited. A Southern library which should have the outstanding collection of materials by and about a distinguished Southern writer has a superb building and little else besides a smile. The librarian in charge of the particular collection which contains items about this author does not answer questions about the local writer, and some questions on subjects relatively in-

nocent produce the reply, "I don't know what you're talking about." Or, "I don't know anything about this gentleman except what I have read in books." In this library newspaper collections are of recent vintage, and some valuable papers have been thrown away. Vertical files are spotty and somewhat haphazardly arranged. Documents are produced for the researcher, but information is not volunteered.

A common trait among Southern authors, I think, is extremely close reliance upon materials from their own experience. This is rich and relatively unplowed ground for the scholar-critic, if it is not eroded away by time before the work is done. This kind of study is significant for many reasons: no contemporaries of well-known authors have ever made extensive comparisons between works of art and the real life upon which they are based. Yet this kind of scholarship can arrive at fundamental truths not only about folk and regional cultures but also about the artistic methods of authors. John Livingston Lowes's work on Coleridge remains one of the few really outstanding works on the comparison of the works of art and the materials used by the creative imagination. Perhaps these studies will never be made about the writers of the Southern Renaissance, but the scholars will assuredly someday accomplish the task if someone collects the materials now. But to gather information of this sort, the scholar or the librarian must go poking into dark and scandalous places.

He must outdo our FBI men and the shrewdest private detectives on the television shows and gather materials on crimes. Perhaps the most notorious Southern crime of any age is Jereboam O. Beauchamp's murder

of Colonel Solomon P. Sharp in Kentucky in 1825. It has been written about more than any other crime in American history. It has been the source of a play by Edgar Allan Poe, a play by Thomas Holley Chivers, two novels by William Gilmore Simms, a novel by Charles Fenno Hoffman, and Robert Penn Warren's *World Enough and Time*. Fortunately, librarians at the University of Kentucky have had the luck and the wisdom to collect and preserve all kinds of records of the crime and the trial, and many of these have been put on microcards and distributed to libraries nation-wide. Whoever attempts to write a scholarly book on this murder and its effect on literature will find most of his materials at his right elbow.

Information about every crime used in modern Southern literature cannot be circulated so freely. It is dangerous or libelous to inquire too closely about some of the crimes described in Thomas Wolfe's books. Seldom is the source crime so obvious as in the case of the Beauchamp-Sharp murder. William Faulkner's sources for the lynching of Joe Christmas after the murder of Joanna Burden in *Light in August* have remained unknown for the twenty-five years since Faulkner wrote the book, but I believe that this summer I found the material which he used. Yet all the discoveries which have been made of the sources of crimes in Southern literature are few in number compared to the discoveries which are yet to be made.

No one library by itself can accomplish this task for one author. A complete background for the historical works written by Robert Penn Warren would require among other things a large collection about the life and crimes of Colonel Luke Lea of Ten-

nessee, clippings and stories and books about the tobacco wars in Kentucky in the early years of this century, a voluminous assortment of materials relating to the life and career of Huey Long, information about the background of the fictitious visit of Jack Burden to Savannah, recordings of folk tales and songs about the murder of a frontiersman by his own parents in Kentucky, the accounts of how Thomas Jefferson's nephews butchered a slave in Kentucky, volumes on life during the Civil War in New Orleans, diaries and journals about slave-trading in Africa, histories on the Lewis and Clark expedition to the West, the Beauchamp-Sharp collection, information about life on the Mississippi River in the 1820's, and other documents about the Southern sources of Warren's short stories as well as other aspects of his novels.

If the librarian had already collected all the historical and criminal records, he would find another great task remaining: the gathering of the folk material which are so closely related to our literature. Thomas Wolfe used a Negro sermon as a basis for one of his Negro characters in *The Web and the Rock*. He published extracts from a bawdy speech which college boys for years recited in dormitories and fraternity houses before anyone dared to print the speech or even to file it away for matured scholars. Although Paul Green amazed Paul Robeson by telling him that a Negro song from *In Abraham's Bosom* was his own, the relationship between Green's dramas and folklore has never been established. If Erskine Caldwell's tall tales of the South have any basis in fact, no one has collected the sources, and no scholar has shown how Caldwell has altered them for the purposes of

propaganda against his native region. Librarians and scholars enjoy repeating anecdotes about Faulkner's personal life, but few write them down, and the folk variants of his humorous tales about the South have been given even less attention. The love between the idiot Ike Snopes and his cow began as a politician's joke, but no version of the joke has ever been printed. The bear Old Ben, Faulkner has admitted, was based upon the folklore about a real bear named Old Reelfoot, but no library has made any attempt to collect documents or yarns about this animal which next to Moby Dick and Brer Rabbit is probably the most famous non-human creature in all American writing.

In *The Hamlet* Faulkner tells the story of a young country school teacher who played football in order to get a college education at the University of Mississippi. Each time his team won, the coach allowed him to send a pair of football shoes home to his family. In October he mailed "two pair of the curious cleated shoes. A third pair came early in November. The last two came just after Thanksgiving, which made five pair, although there were seven in the family. So they all used them indiscriminately, anyone who found a pair available, like umbrellas, four pair of them that is. . . . The old lady (she was the . . . grandmother) had fastened upon the first pair to emerge from the box and would let no one else wear them at all. She seemed to like the sound the cleats made on the floor when she sat in a chair and rocked. But that still left four pair. So now the children could go shod to school, removing the shoes when they reached home for whoever else needed to go outdoors." In the barest outlines this story is based upon the real-life career of a lineman on the

football team at the University of Mississippi, Bob Davis, better known as Booger Davis. A few old-timers at the University still tell of his sending the shoes home and of how neighbors wondered what strange kind of beast was making the cleated tracks. Booger Davis had an ambition to be governor, and Faulkner recorded that detail. But he avoided Booger's nickname and his real name and called him Labove, probably after a building on the Ole Miss campus. Physically, Booger was an ox-like tackle, but Faulkner placed him in the backfield and described him as "not thin so much as actually gaunt, with straight black hair coarse as a horse's tail and high Indian cheekbones and quiet pale hard eyes and the long nose of thought but with the slightly curved nostrils of pride and the thin lips of secret and ruthless ambition." Those who know the football history of the University say that this description is based on the appearance of a football player who was studying to be a preacher.

This yarn and Faulkner's version of it depict an interesting and perhaps typical incident in the life of the Southern folk thirty years ago. It could hardly happen now. It is represented in no library collection, and indeed one may wonder whether it is the business of the librarian to store such tales. Yet virtually thousands of such folk yarns are recorded nowhere, and if they do not survive this generation future scholars will know too little about folk mores in the South and the creative imaginations of Southern writers.

So far the librarian, aided by the teacher, has been given the responsibility of instructing the layman and of collecting almost every kind of miscellaneous information about

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*A Statement of Policy on the Collection and Services of the Library**

Every citizen in a democratic society has a responsibility and an obligation to know the facts and to think clearly and independently on matters of importance to the society in which he lives. Many leaders in this country are seriously disturbed about the apparent trend toward mass thinking. This concern is clearly stated by Harlee Branch, Jr., in his article "The Crowd and the Commonplace" appearing in the *Georgia Review*, Fall, 1955. "The challenge of our times," he writes, is "to develop in ourselves and to inculcate in others a clearer understanding of and deeper and more active devotion to the spiritual and philosophical principles underlying our Western culture."

It is for this reason that freedom of access to books and information is so important. Libraries are organized to provide free access to books and information. They cannot carry out their functions properly without the active interest and support of all citizens of Georgia who believe that the services of a library are essential to the social health of the community.

As librarians, library trustees, and friends of libraries, we believe it is appropriate on this occasion to make a statement in the name of the Georgia Library Association of the principles and policies that guide the administration of our services and to call upon the citizens of Georgia to support it.

*This statement was adopted officially by The Georgia Library Association on November 7, 1957.

The Library's Collection

The library should have:

a. Contemporary materials selected from each year's output on the judgment of experts as the most reliable and authoritative, including artistic products of merit as determined by competent critics.

b. Materials selected to give adequate and balanced representation to new, critical, often unpopular ideas, and to the retrospective as well as the contemporary, unusual and experimental in the arts.

c. Materials which are not new but of great current relevance because of their enduring quality.

d. Materials representing the forms of recorded knowledge other than print, such as records, films, pictures, and other types of photographic reproductions.

The Library's Services

We believe the following principles and policies should be observed in the administration of the library's services:

a. We believe that freedom to learn and free access to facts is an indispensable part of education in a free democracy and a basic freedom upon which almost all other freedoms are based and without which all are hampered. We believe also that the average citizen of Georgia, if given access to the facts, is capable of arriving at the truth himself, or of being able to distinguish between the good and the bad. To believe otherwise is to ally ourselves on the side

of those whose objective is not the freedom of the mind and the spirit of men but their debasement through the process of thought control.

b. We trust the citizens of Georgia to recognize propaganda, and to reject obscenity. We do not believe they need the help of censors to assist them in this task. In view of the long history of the efforts of the law courts to decide what constitutes obscenity, we believe that it is impossible for any group of individuals to be the moral arbiters of what is good and bad for others. We live in a democracy and are the inheritors of a tradition which has not feared to permit independent thought. We believe that any attempt on the part of one group to confine, hinder, or impede the reading and thought of another is the "ultimate immorality."

c. We deplore any effort to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.

To some, much of modern literature is shocking; but we cut off literature at the source if we prevent serious artists from dealing with the stuff of life. Librarians, along with parents and teachers, have a responsibility to prepare children and young people to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves.

d. We believe that in a free society each individual is free to determine for himself what he wishes to read, and each group is free to determine what it will recommend to its freely associated members. It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. But no individual or group has the right to impose its point of view or concepts of politics or morality upon other members of a democratic society. At one time or another officially appointed or self-appointed groups have attempted to ban Shakespeare's *Merchant of Venice* (Jews have objected to the character of the Jew), Joel Chandler Harris's *Uncle Remus* and Mark Twain's *Huckleberry Finn* (Negroes have objected to the stereotype of the "good Negro"), Mark Twain's *Connecticut Yankee* (Catholics have objected to the thrusts at the medieval clergy); Upton Sinclair's *Brass Check* (newspapermen); and Sinclair Lewis's *Elmer Gantry* (clergymen). At one time or another, most of the classics of the Western World have been banned.

We do not make these statements in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

Southern States Work Conference Study On School Libraries

BY NANCY JANE DAY, *Chairman*,
Committee on School Libraries

In June each year the Southern States Work Conference meets at Daytona Beach, Florida. This Conference is sponsored by the State Departments of Education and the State Education Associations of the Southern States. Various people are invited to participate in the projects or studies sponsored by the Conference. This year among the new projects set up was one on school libraries.

Approximately forty school people met at Daytona Beach to begin this study. The group was composed of superintendents, principals, teachers from public schools and from the Schools of Education of Universities and Colleges, supervisors, and librarians at both the elementary and secondary levels. This study will extend over a three-year period. The week at Daytona Beach last summer was spent in exploring the problems which needed special study.

Each of the participating States has a committee which will continue this study at the state level during the coming year and gather information which is thought necessary for continuing the study next summer at Daytona Beach during the week of June 9-13.

The overall school library committee at Daytona Beach pointed up certain areas which it was felt state committees should study and on which information should be gathered at the local and state level before next summer. Several days were spent in discussion at Daytona Beach before the tentative outline of prob-

lems to be studied was drawn up. First the committee got together on a common philosophy concerning school libraries and a general statement relative to the committees' philosophy of school libraries was accepted. This statement was not refined but it formed a basis for approaching the problems which might be involved in such a study. This statement included the following:

1. A good school library helps boys and girls develop attitudes, abilities, and habits of using books and other materials to attain their goals of living.
2. A good school library is a vital part of the school program and is the result of the cooperative effort of the librarian, the teachers, the administration, the pupils, and the lay community.
3. An effective school library includes attractive and functional quarters, an adequate collection of books and other materials, a librarian whose professional and personal qualifications equip her with understanding of boys and girls and teaching problems, a planned program of service and utilization.
4. A good school library program provides time for boys and girls to pursue their special interests and encouragement to develop new interests and skills.
5. A good school library cooperates with other agencies and organizations.

The group decided to center their study around the question "What is a good school library program and what does it do for boys and girls? There were four large areas suggested for study and work for the State committees during 1957-58.

First, pre-service and in-service education of librarians, teachers, and administrators which will also include a study of recruitment. The state committees are expected to examine the pre-service training of school librarians and collect data showing offerings of colleges and universities in the southern region; examine the pre-service training of teachers and administrators to see what specific courses there are in teacher education which includes a knowledge of and use of school library materials and which interpret a good school library to prospective teachers and administrators. Besides these two areas state committees are to examine the in-service education for teachers, librarians, administrators relating to the school library program.

Second, different patterns of school library service and an evaluation of these such as: Central collections of books (no library room); central libraries without qualified personnel; central libraries with qualified personnel, space and materials; central materials centers; library study hall combination; library high school level without study halls; library extension program serving schools; supervisory pattern; separate audio-visual centers and those in libraries, etc.

Third, evidence of the effort of a good school library situation upon boys and girls. Recommendations were made for gathering this such as: pupil growth in reading achievement; pupil growth in library skills; effective teacher use of library materials; effective pupil use of library

materials (include case studies); opportunities for rapid learners; bibliography or personality development and improvement of attitudes; pupil growth in ability to evaluate information; pupil growth in esthetic values, such as appreciation of art, music poetry, etc.; opportunities for teachers to become acquainted with new materials; development of desirable social attitudes, such as respect for property, appreciation of opportunities to learn, cooperative living, pride in school and community; opportunities in vocational guidance; and demand for school library service on the part of parents, faculty, and civic groups.

Fourth, areas of service and relationship of the librarian in a good school program, specifically the librarian's relationship with the administration on the system-wide level and on the individual school level, with the teachers, with children and with the community including cooperation with other agencies such as the public library.

The following states were represented on the committee at Daytona Beach: Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas and Virginia. Kentucky and West Virginia had no representatives but have set up state committees and will work during the year on the project.

Next year the committee will be allowed a larger representation than during this past year since this first year was one of exploration in setting up problems for study.

Miss Sarah Jones, of the Georgia State Department of Education was elected Co-Chairman and Miss Nancy Burge of the University of South Carolina School of Education served as Reporter for the overall committee meetings during this past summer.



Southeastern Library Association

EXECUTIVE OFFICE:
GEORGIA INSTITUTE OF TECHNOLOGY LIBRARY, ATLANTA

Headquarters' Page . . .

The 1958 meeting of the Association will be held in Louisville, Kentucky, on October 23, 24 and 25. The main headquarters and exhibit area will be the Kentucky Hotel. Co-headquarters will be the Sheraton-Seelbach Hotel in the same block which will accept reservations from all races. The Kentucky Hotel will handle most meetings. The Sheraton-Seelbach will handle most meal functions of sections and special groups. There will be no general luncheons or banquets.

The Executive Board has held one meeting, at Atlanta, on January 19, 1957. At this time the time and place of the 1958 meeting were discussed, and the following committees were appointed:

Nominating Committee — Miss Dorothy E. Ryan, University of Tennessee, Knoxville, Tennessee, *Chairman*

Promotional Material Committee—Mrs. Gretchen Conduitte, Jacksonville Public Library, Jacksonville, Florida, *Chairman*

Southern Books Committee—Lawrence S. Thompson, University of Kentucky Library, Lexington, Kentucky, *Chairman*

Resources Committee — Jerrold Orne, University of North Carolina Library, Chapel Hill, North Carolina, *Chairman*

Library Education Committee—Miss Evalene P. Jackson, Emory University Library School, Emory University, Georgia, *Chairman*

Legislation Committee — Lamar Wallis, Richmond Public Library, Richmond, Virginia, *Chairman*

Audio-Visual Committee—Otis McBride, Florida State University, Tallahassee, Florida, *Chairman*

Constitution Committee—John C. Settelmayer, Atlanta Public Library, Atlanta, Georgia, *Tentative Chairman*

Library Work as a Career Committee—I. T. Littleton, University of North Carolina Library, Chapel Hill, North Carolina, *Tentative Chairman*

Following the recommendations of the Activities Committee, committees have been reduced in size and number. Members having matters of interest for the committees should communicate with the respective chairmen. Special committees related to the biennial meeting will be announced later.

—RANDOLPH CHURCH
President



B O O K S

Notes of books written by Southeastern Librarians, published by Southeastern Libraries, or about Southeastern Libraries.

The University of North Carolina, 1900-1930: The Making of a Modern University by Louis R. Wilson. Chapel Hill: The University of North Carolina Press, 1957. Pp. xxi, 633. Illustrations, appendixes, index. \$7.50.

"Change or transition in the lives of individuals or institutions is the one characteristic that is constant." In this opening sentence of Dr. Louis R. Wilson's *The University of North Carolina, 1900-1930*, we have the central theme of the work. It is a comprehensive story of the transition of a good liberal arts college to the full stature of a university. The University of North Carolina is most fortunate in having someone who took an active part in this transition to set it down in permanent form for posterity.

Dr. Wilson was Librarian of the University of North Carolina from 1901 to 1932 and a professor in the School of Library Science at Chapel Hill since 1942. He is able to write with authority of the men and events which fill the pages of this book.

After a brief survey of the chief events in the history of the University of North Carolina from the end of the Civil War to 1900, Dr. Wilson discusses the administration of Francis Preston Venable, 1900-1914. Under the scholarly leadership of Dr. Venable the graduate school was established, a new library was built, the

schools of medicine and pharmacy became an integral part of the University, and the curriculum of all the departments was greatly strengthened. Dr. Wilson states that Venable's presidency was characterized by sound scholarship, a scientific point of view, and skilled organization.

Edward Kidder Graham, who followed Dr. Venable as President of the University, was a spiritual and inspirational leader not only of his institution but of the state of North Carolina. He set himself to interpret the University to the students, faculty and citizens of the state; to make the University "a servant of the people"; to improve the quality of teaching in the University; to prepare the University for its part in World War I; and "to win for the University a position of responsible and recognized leadership in the Nation." He sought to make the whole state the campus of the University by greatly expanding the work of the Extension Division. Graham's untimely death in 1918 was a tragic loss to North Carolina.

In the work's final section, "Architect of the Modern University," Dr. Wilson takes up the administration of President Harry Woodburn Chase, 1919-1930. In the course of Dr. Chase's presidency, the University had its greatest period of growth since the Civil War in the student body, the faculty, financial support from the state, and the construction of new buildings. Building on the solid found-

dations laid by Venable and Graham, Chase achieved for the University, by his insistence upon the highest academic standards, a nation-wide recognition. The University became a member of the Association of American Universities in 1922. As Dr. Wilson justly claims, "the crowning glory" of Chase's administration was "his loyalty to the principles of academic freedom and of the right to teach and investigate."

Within the framework of the presidencies of Venable, Graham and Chase, Dr. Wilson describes the achievements of the faculty, students and trustees of the University of North Carolina which contributed so largely to the success of these three administrators. Scattered throughout the book are interesting and illuminating anecdotes of university life and faculty portraits which enliven the story.

In his critical evaluation of men and events at the University from 1900 to 1930, Dr. Wilson has made his work not only a record of the past but a guide for the future. It has its first appeal quite naturally to North Carolinians, but it is also a significant contribution to the history of higher education in the United States.

—LAWRENCE F. LONDON
*University of North
Carolina Library*

Harwell, Richard B. *More Confederate Imprints*. 2 vols. I Official Publications; II Unofficial Publications. Virginia State Library Publications, Nos. 4 & 5. Richmond, The Virginia State Library, 1957. 345p. \$2.50 each.

Walter Muir Whitehall, Librarian of the Boston Athenaeum, concluded his introduction to Marjorie Lyle Crandall's *Confederate Imprints*, 1955, with these lines:

"Catalogues have an annoying way

of beginning to become obsolete while they are still in press. . . . Moreover, as the publication of any work lends zest in certain types of mind to proving its incompleteness, the probabilities are that more Confederate imprints not listed will appear on the market in the next few years. Hence a supplement will probably become inevitable before this catalogue goes out of print."

Richard Harwell accepted Mr. Whitehall's challenge and in two short years has produced a supplement that contains a surprising number of important additional imprints. Miss Crandall had been unable to make a complete check of the holdings of the Virginia State Library, the Confederate Museum, and the Virginia Historical Society for inclusion in her list. Richmond, the capital of the Confederacy, should have been by all logical deductions the "treasure grove" of Confederate imprints. When Richard Harwell became Head of Publications of the Virginia State Library in 1955 he instigated a search through these and other collections for elusive items. His findings have resulted in this first supplement to Crandall.

More Confederate Imprints contains 1773 entries: 945 in Volume I and 828 in Volume II. The first volume of the supplement is devoted to the official publications of the Confederate States of America and to the various individual Confederate states. The second volume covers the non-official publications produced in the Confederacy which include military manuals, fiction, music, biography, history, maps, religious publications, almanacs and many others. There are a number of photographic reproductions of listed items. The Appendix, in volume II, contains a record of the holdings of the public

and the institutional libraries of Richmond of the material contained in Crandall's *Confederate Imprints*. The index to *More Confederate Imprints* has been constructed by the rules established for its companion volumes by Miss Crandall.

The first part of Mr. Harwell's introduction is entitled "The Literary Climate of the Confederacy." This brief resumé of the literature produced in the South during the four and a half years of the Confederacy is excellent. Mr. Harwell, out of his vast knowledge of the subject, has been able to distill a clear and concise statement of the literary accomplishments of the South—its achievements and its failures. This resumé will, in this reviewer's opinion, become as well known and respected in the field of American literature as the prodigious compilation of the items in *More Confederate Imprints*.

Mr. Harwell devotes a major portion of the second part of the introduction to a discussion of titles that have appeared in catalogues or that have been listed in advertisements that have, so far, remained hidden. Large collections of Confederate material in the hands of private individuals, small colleges, or large universities, such as Duke University, await a final and complete searching.

This is not the last supplement to Crandall—there will be others. This work of Harwell's, however, will become as authoritative as the monumental work of Marjorie Lyle Crandall and as familiar as the traditional Baxter and Dearborn's *Confederate Literature*.

—JOHN BONNER
University of Georgia
Libraries

BRIEFLY NOTED

The Political Essay on the Kingdom of New Spain: Book I by Alexander von Humboldt ("Scripta Humanistica Kentuckiensia I"; Lexington, Kentucky: University of Kentucky Library, 1957, 72pp., Multilithed) has been translated and annotated by Hensley C. Woodbridge, Librarian of the Murray State College in Murray, Kentucky. The present translation is based on the French original and on the Vito Alessio Robles translation into Spanish which appeared in 1941. Book I of the *Essay* is concerned with Alexander von Humboldt's impressions of the size and physical aspects of the Kingdom of New Spain—"the influence of the geological formation of the land upon the climate, agriculture, commerce and the military defense of the country." The *Essay* appeared in six large sections or books in 1808 and was dedicated to His Catholic Majesty, Charles V, King of Spain and of the Indies. The translator indicates in his preface that perhaps at a later date there will appear an annotated translation of other sections of the work. In the meantime, however, students of Mexican history will welcome the publication of Book I of Dr. Woodbridge's translation which was for him very obviously a labor of love.

The University of Kentucky Library Associates' fourth keepsake volume has recently been distributed. It is a facsimile reprint of *An Address to the Citizens of Philadelphia on the Great Advantages Which Arise From the Trade of the Western Country to the State of Pennsylvania at Large, and to the City of Philadelphia in Particular on the Danger of Losing Those Advantages and on the Means of Saving Them* by Lewis Tarascon. The original Address was

published at Philadelphia in 1806 by James Berthoud and Company. The facsimile reprint is an attractively printed brochure of thirteen pages with a three-page "Twentieth Century Afterword" written by Frances L. S. Dugan and Jaqueline P. Bull.

Mississippi State College Abstracts of Theses, 1945-1948 has recently been published by the Graduate School of that institution. This nice-

ly printed booklet is "Library Publication No. 5" and is compiled by Forrest C. Palmer, MSC Librarian. Arrangement of the entries is handled in the usual manner—alphabetically by academic department and by author within each department. There is also an author index.

—JOHN DAVID MARSHALL
*University of Georgia
Libraries*

The Librarian and the Southern Literary Renaissance

(Continued from p. 122)

Southern writing, history, folklore, and Southern life in general. These tasks are to be accomplished, if at all, on low budgets with inadequate resources and small staffs. But there is also a psychological obstacle. Even the Southern scholar has been somewhat slow to recognize the significance of the literary movement which is unfolding before him. Though some reticence is, of course, only objectivity, the intellectual Southerner is still oddly and excessively retiring. The expected and conventional lump may swell his throat when he hears "Dixie." A football game between his Southern alma mater and Damnyankee U will stir him to cheers that leave him hoarse for his Monday morning class, and a joke about the Civil War from his lips will be told with enough partisanship to offend his avowed cosmopolitan non-Southern friends. But this same scholar may bestir himself to buy a rare edition of Cotton Mather's *Magnalia Christi Americana* while he forgets to buy a scholarly study of Faulkner. It still seems a bit more so-

phisticated or intellectual to study the archaic New England theologians.

Whatever the outcome, few times previous to our own age have witnessed more significant regional developments. In the last few months Governor Faubus has assured himself of several biographers. The dying agonies of segregation promise to be as violent as the end of slavery and more prolonged. The increasing urbanization and industrialization of the South have juxtaposed dissimilar ways of life, and the Southern Renaissance has come at the moment when the Southern tradition is undergoing vast changes if not altogether vanishing. "The South in its strength," John Crowe Ransom has said, "never bloomed into art so luxuriantly as now, when the tree is old and dry." Never before have Southerners seen such interplay between contemporary forces on the one hand and, on the other, literature, tradition, and folklore. The history and the literary scholarship which will be written tomorrow depend on our present dedication to collection of seemingly transient materials.



...VARIA

PERSONAL

Mrs. Minnie Middleton Hussey, assistant circulation librarian, retired from the Woman's College Library, Greensboro, N. C., on September 1, 1957. Mrs. Hussey has rendered many services to the college in the past twenty-seven years. The fine collection of juvenile literature today as well as the browsing room in the old library and the general reading room in the new library owe much to her constant and watchful interest in those fields. She helped organize the Woman's Collection and since 1937 has compiled *The Woman's Collection: A Bibliography of Materials in all Matters Pertaining to Women's Interests*. This bibliography has been distributed not only in North Carolina but has been purchased regularly by many libraries throughout the nation as well as by a number in foreign lands. During the past few years Mrs. Hussey has acted as curator of the College Collection. The book collection owes much to her book selection over these years. Always alert to changes and new developments in librarianship and to the program of the college, Mrs. Hussey will be remembered among her colleagues for her understanding and devotion to the highest standards of library service. She will be missed by students, staff and faculty who will remember for a long time the friendly help and advice in the use and selection of books which she gave so freely from her storehouse of read-

ing. One thing is certain, Mrs. Hussey will not be idle. She is already planning a trip to Germany in the spring to visit her son and his family, located there.

Hollis Haney of Oklahoma went to North Carolina in late August to become librarian of the Rockingham-Richmond County Library and the Moore County Library, on September 1. Miss Haney was formerly librarian of the Pawhuska Public Library, Pawhuska, Oklahoma.

Mrs. Ivan Brown was added to the staff of Middle Tennessee State College Library, Murfreesboro, Tennessee, in July, 1957. Mrs. Brown, who received her B.A. degree from Randolph Macon Woman's College and her B.S. in Library Science degree from Peabody College, was formerly connected with the Tennessee Regional Library Service.

Mary Eleanor Wright joined the staff of the Public Libraries Division, Tennessee State Library and Archives on October 1. Her primary responsibility is to work with the regional librarians on developing an inservice training program for local librarians without formal library education. Miss Wright was formerly regional librarian of the Warioto Regional Library Center, Clarksville. She has been replaced in Clarksville by Mrs. Julia Graden Martin, who has returned to the position from which she resigned when she was married.

Mrs. Rachel (W. E.) Chambers

was added to the staff of the Austin Peay State College Library in September as assistant librarian in charge of cataloging. Mrs. Chambers was librarian of the Lawrence County Circulating Library from 1942 to 1954 and last year was a member of the Clarksville City Schools Faculty as teacher in special education.

Mrs. Jessie Carney Smith, graduate of Peabody Library School, was appointed a cataloger in the Tennessee A.&I. State University Library beginning September, 1957. She replaced the late Collye Lee Riley who had served in that capacity since June, 1944.

Mrs. Mary Peacock Douglas, supervisor of Raleigh (N. C.) school libraries, has accepted appointment to a two-year term on the Committee on Accreditation of the American Librarian Association.

Cora Paul Bomar, North Carolina state school library supervisor, has accepted an appointment to serve on the committee to edit the next edition of *Your Reading*, the booklist published by the National Council of Teachers of English and the American Library Association.

Pierre E. Berry, University of Michigan, '57, has been appointed to the position of serials cataloger in the Duke University Library.

Winston Broadfoot has been appointed director of the George Washington Flowers Collection of Southern Americana at Duke University. Mr. Broadfoot has held teaching positions at Wilmington College and at the University of Houston.

Betty Wah Wong, '57, has been appointed serials cataloger in the Duke University Library.

Mrs. Elizabeth Jerome Holder, on the staff of the Woman's College Library, Greensboro, N. C., was elected president of the University of North

Carolina School of Library Science Alumni Association at the June meeting in Chapel Hill.

Mrs. Grace Betts Farrior of Greensboro, N. C., joined the Woman's College Library staff, September 1, 1957. Mrs. Farrior is assistant circulation librarian in charge of second floor services. Since this includes Audio-Visual materials, she is also in charge of exhibitions.

"Miss Bettie" for nearly half a century librarian of the Carnegie Library, Selma, Alabama, died recently. The newspapers paid tribute to her rich cultural contribution to the music enjoyment of the city, for she was among the first to initiate evening concerts of recorded music in Alabama public libraries. A plaque has been presented to the library in her memory.

Mrs. Mildred P. Baer, librarian, Marion Military Institute, Marion, Alabama, was killed recently in an automobile accident. The Executive Council of the Alabama Library Association, composed a resolution in her memory in appreciation of her many years of unselfish service to the association in membership activities.

George Johnson has been appointed administrator of the Coffee-Geneva and Covington-Crenshaw regional libraries. These two regional libraries are to be combined in the fall of 1958.

Mrs. Marietta Manion, Florida State, 1956, is the new librarian of the USAF Hospital, 3810th Professional Library, Maxwell Air Force Base.

Mrs. Tommie Greene has been appointed librarian of the Montgomery County Library, Montgomery, Alabama.

On June 1, Eugenia Mauldin of Baldwin, Mississippi, joined the fac-

ulty of the University of Tennessee College of Education as assistant professor of library service. Miss Mauldin has an M.ED. from the University of Mississippi and M.S. in L.S. from the University of Illinois. She went to Knoxville with wide teaching and school library experience in Mississippi.

Katherine S. Diehl has been employed to succeed Priscilla Lantz as associate professor and head of the Department of Library Science at the University of Tennessee, effective January 1. Miss Diehl holds the A.B. in L.S. degree from Emory University and the M.S. in L.S. from the University of Michigan. She also has studied at Teachers College, Columbia, Cornell and Boston Universities, and the Universities of Texas and Chicago. Her experience is broad in elementary and secondary schools, both as teacher and librarian, and she has taught on summer school staffs of library schools at Florida State University, Louisiana State University, and the University of Denver.

Priscilla Lantz, associate professor and head of the Department of Library Service at the University of Tennessee has resigned from the College of Education teaching staff in order to return to school library work. Her new position is librarian of the Broad Meadow Junior High School, Quincy, Massachusetts.

W. Stanley Hoole's essay, "On Recruiting for Librarianship," which appeared in *Wilson Library Bulletin*, November, 1957, is also scheduled for publication in a forthcoming issue of *South African Libraries*, published in Cape Town.

Mrs. Jean L. Hoffman has been appointed business and production manager of *School Libraries*, by Mary Ellen Gaver, president, American As-

sociation of School Librarians, Rutgers University.

Elliott Hardaway, formerly assistant director of libraries at the University of Florida, has been appointed director of libraries at the new state university to be built at Tampa on Florida's west coast. Mr. Hardaway has also served as associate director of libraries, Louisiana State University; assistant chief, Information Center Branch, Tokyo, Japan; librarian, North Dakota Agricultural College; and on the staffs of the Library of Congress, East Carolina Teachers College, and the University of Illinois. A native of Nashville, Tennessee, he holds the B.A. and M.A. degrees from Vanderbilt University and the B.S. in L.S. and M.S. in L.S. from the University of Illinois.

William G. Harkins has replaced Mr. Hardaway as associate director of libraries at the University of Florida. Prior to going to Florida, Mr. Harkins has served as librarian, College of William and Mary; librarian, University of Miami; assistant librarian, (cataloging) University of Alabama; assistant librarian and medical librarian, University of Mississippi; and assistant in reclassification, University of Michigan. Mr. Harkins, a native of Macon, Mississippi, holds the A.B. degree from the University of Alabama, the B.S. in L.S. from the University of Illinois, and the M.A. in L.S. from the University of Michigan.

Henrietta Howell, head of the Cataloging Department, University of Cincinnati Library, died on November 1, 1957. Miss Howell was a native of Montgomery County, Kentucky, and was graduated from the University of Kentucky in 1929. She was assistant cataloger at the University of Tennessee, 1930-1935; head cataloger at Florida State Univer-

sity, 1937-1943; senior cataloger at the Library of Congress, 1943-1946; and head of the department at Cincinnati since 1946.

Agnes Marion Davis, M.A. in L.S., Peabody, 1954, has been promoted to head of the Physical Sciences Reading Room, Carol M. Newman Library, Virginia Polytechnic Institute, Blacksburg. Miss Davis was former reference librarian in the Biological Sciences Reading Room in the same library.

Nancy Wilson, Decatur High School, Decatur, Alabama, is the new president of the Alabama Association of School Librarians. She succeeds Mrs. Laura Gaines Sprott, who had to resign because of the illness of both her father and husband.

Florence Bethea was appointed acting director of libraries at Florida State University on September 1. Miss Bethea has been assistant librarian at the University since 1944, and has been a member of the staff since 1928.

Elizabeth Peeler, head of the cataloging department, University of Miami Libraries, has been granted a year's leave of absence to serve as visiting lecturer in the University College at Ibadan, Nigeria. She left New York on September 18 and arrived in Ibadan on October 1.

Mrs. Pauline L. Nelson, until recently high school librarian of Anniston, Alabama, has been named Air Base Wing librarian at Maxwell Air Force Base, succeeding Mrs. Ruth R. Field who joined the Staff of Alabama Public Library Service Division on May 1. Mrs. Nelson holds degrees from Huntingdon College and the University of Alabama and has studied at the Peabody School of Library Science.

Frances Jones, head of the Children's Book Room of the Hunts-

ville (Alabama) Public Library for twenty years, retired on April 30. Miss Frances, as she is affectionately called by Huntsville library patrons, became associated with the library in 1931 as an assistant to the head librarian.

W. Stanley Hoole, librarian, University of Alabama, spoke to the Council for Spartanburg (S. C.) County, on November 14, on the need for a new library building for the Spartanburg County Library.

Charles R. Brockman, former assistant director of the Public Library of Charlotte and Mecklenburg County (N. C.) is now head of the History Division of that library. He will seek to collect and organize local and regional history materials including pamphlets, manuscripts, and genealogy.

Bradley A. Simon was appointed assistant director of the Public Library of Charlotte and Mecklenburg County (N. C.), effective September 3. Mr. Simon went to Charlotte from Homestead Air Force Base, Homestead, Florida, where he was Base Librarian. He has an M.A. in Library Science from Florida State University, is a native of Connecticut, and a graduate of New Haven State Teachers College.

John Harden, vice president, Burlington Industries, Inc., was elected chairman of the North Carolina State Library Board at the quarterly meeting held in Raleigh on August 7. Mr. Harden succeeds Dr. Roy B. McKnight who has served in that capacity for the past two years and who recently was reappointed to a six-year term on the State Library Board. Dr. Mark Lindsey of Hamlet was elected to succeed John Harden as vice chairman. Both new officers will serve for a two-year term.

Evie White became head of the

Technical Processes Department of Jackson Municipal Library, Jackson, Mississippi, on November 1. At the same time Madge Spiva was appointed assistant cataloger.

Mary Ann Stanback is the new librarian of the Hardy Junior High School, Jackson, Mississippi.

James E. Parrish, formerly of the University of Tennessee Library, Martin Branch, who joined the Air University Library staff last May, has been appointed the business manager of the *Alabama Librarian*.

Elisabeth Winn returned to her native state of Alabama and joined the staff of the Air University Library in late summer.

Miss Clyde Pettus, associate professor, Emory University Division of Librarianship, retired at the end of the summer quarter last August, after thirty-five years of teaching and counseling students. A dinner given in her honor earlier in the summer was attended by about fifty of her students, friends, and fellow faculty members. They presented her with a check for about \$600 which was to be used in purchasing materials on the history of the book.

Dot Kitchens, president of the Georgia Association of Library Assistants, Campbell High School, Fairburn, Georgia, has been awarded the Cokesbury Book Store certificate of \$25.00. She is the first student library assistant to receive the award. The award is given for professional attitude, dependability, cooperative spirit and excellent qualities on the library staff.

Porter Kellam, director, University of Georgia Libraries, delivered the address at the dedication of an addition to the library at Northwestern State College of Louisiana on November 1.

Georgia Thomas has been appoint-

ed assistant director of the Barrow-Jackson-Walton Regional Library at Winder, Georgia.

Anne LeConte McKay, formerly cataloger at the Mercer University Library is now a member of the Middle Georgia Regional Library staff.

Mrs. Mary Frances Slinger Waddell, formerly staff librarian, Third United States Army, succeeded the late Nelle Barmore as librarian of the U. S. Public Health Communicable Disease Center Library in Atlanta, Georgia, on July 1.

Barbara Bronson has been promoted to the position of staff librarian, Third United States Army, Fort MePherson, Georgia. She had previously been chief librarian, United States Infantry Center, Fort Benning, Georgia. Naomi Hollis, formerly cataloger at Fort Benning succeeds Miss Bronson as chief librarian there.

Lawrence Thompson, Director of Libraries, University of Kentucky, announces the following appointments to his staff: Elizabeth Clotfelter, cataloger; Mrs. Eleanor Cary, reference assistant; Mrs. Thomas R. Underwood, archives assistant; Alfred Brandon, librarian of the Medical Center; Agnes McDowell, serials librarian, and Miss Cecil Bull, cataloger, of the Medical Center.

Jennie Akard Spurgeon has joined the cataloging staff of the University of Tennessee Library, Knoxville.

The Aiken County Public Library, Aiken, South Carolina, has announced the following additions to its staff: Mrs. Thelma B. Murtha, cataloger, and Mrs. Mary M. Kinard, extension librarian. Mrs. Murtha was formerly with the Free Library of Philadelphia, and Mrs. Kinard was with the Rockingham, North Carolina, County Library.

Mrs. Carolyn S. Tyler has joined

the staff of the Colleton County Library, Walterboro, South Carolina, as part-time cataloger. Mrs. Tyler has served as librarian of the Library School at Emory University and has worked at the Duke University Library.

Rachel S. Martin, formerly head of the Humanities Division, Florida State University Library, Tallahassee, Florida, has joined the staff of the Furman University Library, Greenville, South Carolina, as assistant librarian in charge of the Woman's College Library. She assumed her duties at Furman on September 1, 1957.

George L. Olsen is now the librarian of Newberry College, Newberry, South Carolina. He was formerly at the University of Florida Library.

William O'Shea, formerly librarian for the West Virginia Pulp and Paper Company in Charleston, South Carolina, is now reference librarian at The Citadel, Charleston, South Carolina.

Marvin Lamb, periodicals librarian, McKissick Library, has completed the work for his degree in library science at Syracuse University.

Otis W. Coefield, M.S., Emory, 1957, was appointed reference librarian in the Physical Sciences Reading Room, Carol M. Newman Library, Virginia Polytechnic Library, on September 9, 1957.

Jane Wright, instructor of Library Science at Winthrop College, has been selected by the School of Library Service at Columbia University to receive its first Grolier Scholarship of \$1,000. Miss Wright studied at Columbia University during the summer of 1957 and plans to return there for additional study during 1958-59. The scholarship is given to a student who is studying for school librarianship.

Mrs. W. L. Norton, chairman of the Oconee County Library Board, Walhalla, South Carolina, is a member of the A.L.A. Planning Committee which was set up to work out details of a workshop for public library trustees. The committee is composed of nine trustees and three librarians.

Mary A. Berry who went to Lawson McGhee Library in July, 1956, as head of Readers' Service at the main library, resigned October 1, 1957, to join the staff of the Spartanburg, South Carolina, Public Library. No successor was appointed to fill her position. The Readers' Service and Reference Departments are now combined as the Adult Department of the main library, under the supervision of Martha Ellison.

Elizabeth Shepard has resigned as head cataloger at the Knoxville Public Library to accept a position as head reference librarian at the Pack Memorial Library in Asheville, North Carolina.

Two Alabama trustees have been invited by the American Library Association to serve on important national committees. Noel R. Beddow, member of the Executive Board of the Public Library Service Division, has been asked to serve as chairman of a national membership campaign for the American Association of Library Trustees, a section of the American Library Association. Roy H. Jones, chairman of the Coffee-Geneva Regional Library Board, has been asked to serve on a committee of nine trustees from over the nation to plan the program for the Trustees Section at the San Francisco Conference next July. Mr. Beddow and Mr. Jones plan to attend the midwinter Conference of A.L.A. to meet with these respective committees.

Jerrold Orne, former director of the Air University Library at Max-

well Air Force Base and now librarian of the Wilson Library, University of North Carolina, Chapel Hill, has received a commendation from the Air Force for meritorious civilian service. The commendation read in part: "As director of the Air University Library he gave new and effective direction to the organization, efficiently met the challenge for a dynamic service and through his leadership developed plans that resulted in a library building and program that reflect great credit on himself, the Air University, and the United States Air Force."

Sangster Parrott of Denton, Texas, began work on September 1, in the Technical Services Division, North Carolina State Library. Miss Parrott will work chiefly with serials and documents. She received her M.S. in L.S. from the University of North Carolina in January, 1957.

Mrs. Dorothy Storey Watson, dean of Virginia Public School Library Supervisors, retired at the end of the 1956-57 school year. Mrs. Watson went to Virginia in 1936 and has made an outstanding contribution to the Roanoke schools, as well as to the whole state. Early in September she sailed for Europe, with a possibility of making her home there.

Mrs. Mildred G. Blattner, director of Arlington County (Virginia) Libraries for the past sixteen years, retired on August 31, 1957. Mrs. Jane B. Mida, assistant director of libraries, succeeded Mrs. Blattner on September 1.

John L. Lewis has been appointed assistant librarian of the Richmond (Virginia) Public Library. Mr. Lewis is responsible for the direct supervision of the library's adult services, including the circulation, reference, art and music departments.

He also handles public relations and promotion for the library. Mr. Lewis has held various library positions and several as cultural attache for the U. S. Information Service.

All Georgia librarians were saddened over the tragic and untimely death of Congressman Henderson Lanham of Rome, Georgia. Congressman Lanham was untiring in his efforts to secure the passage of the Library Services Bill and will be remembered by librarians throughout the nation for his successful fight to increase the amount of Federal money made available to libraries in 1957. One of his last official appearances was before the Biennial Conference of the Georgia Library Association in Savannah where he spoke to the members of the Association on "Understanding Through the Media of Mass Communication."

Mary Lou Barker who has been chief cataloger at the Price Gilbert Library, Georgia Institute of Technology for the past five years, has resigned her position in order to work on her sixth year Masters at Columbia University Library School. Eleanor Smith, former serials cataloger, has been named new chief cataloger. Taking Miss Smith's place as serials cataloger is Mildred Emons, formerly of the University of Louisville.

Louise Smith, a former member of the State Board for the Certification of Librarians, has retired after a long and successful career as librarian of the Fitzgerald, Georgia, Public Library.

Mrs. John Lewis, Hapeville, Georgia, has joined the staff of the Division of Instructional Materials and Library Service, Georgia State Department of Education, as head of the Reference Service.

THIS AND THAT

The Ashland (Kentucky) Junior College Library is now the Ashland Center Library of the University of Kentucky Library. Jessie Hopwood Hughes is the librarian.

The Mary E. Baker Scholarship, offered by the University of Tennessee Library Staff to members of its staff planning to attend graduate library school, was awarded to Mrs. Charity H. Greene for the 1957 summer school session and to Barbara Kolodkin for the 1957-58 school year. Mrs. Greene attended the University of Illinois Library School and Miss Kolodkin is attending Drexel Institute of Technology School of Library Science.

Ground-breaking ceremonies for an addition to the University of Tennessee Library, Knoxville, were held October 10, 1957. The plans provide greater accessibility to books, with accent on book-and-reader space, an undergraduate reading room, and an area for rare books, manuscripts, and special collections.

Construction of the new Mississippi College Library has begun and will be completed in the fall of 1958. A special room will be included to house the Mississippi Baptist Historical Collection. Other rooms will be provided for audio-visual aids, group discussions, faculty lounge, student browsing, and library science classes. Mrs. Claudia Landrum is the librarian.

The Guyton Library at Blue Mountain College, Blue Mountain, Mississippi, was dedicated on November 1. The building was named on honor of Professor and Mrs. David E. Guyton in appreciation for their unusual services as members of the faculty.

The Air University Library representing the largest library of the Air Force was host October 21-23 to a

three-day military librarian's workshop. Forty-five participants representing forty U. S. military agencies gathered at Maxwell Air Force Base to discuss mutual problems and procedures. Seven librarians from similar Canadian military institutions were present. Several joint programs were outlined and agreed upon for concerted action. The consensus was that meetings of similar nature should be contemplated either yearly or biennially.

Records of Kentucky county assessors from 1879 through 1910 are being filmed at the University of Kentucky by a representative of the Mormon Genealogical Society of Salt Lake City. The records are valuable to persons tracing their family histories and to historians, especially those writing financial histories of Kentucky counties. The Society will give a copy of the film to the University when completed in return for the privilege of photographing the records.

The fifth annual state convention of Student Library Assistants of Mississippi met November 2 in Jackson. Nancy Faulkner, distinguished writer of historical fiction for young people, made the keynote address.

For the fifth consecutive year, the Public Library in Knoxville, Tennessee, is sponsoring the Audubon Screen Tours in the library's auditorium. These illustrated lectures are popular not only with bird lovers, but with photographers and people interested in all aspects of conservation of resources.

Since spring of 1957 many physical improvements have been made in the Winthrop College Library, Rock Hill, South Carolina. Air-conditioning has been installed in all areas of the library. A new lighting system has been placed in the reading areas

and in the stacks. The interior of the library has been repainted.

Six meetings for Negro librarians, one in each of the South Carolina Congressional Districts, will be held this year, sponsored by the South Carolina State Department of Education. The meetings are being held to discuss the student assistant program in school libraries. The State Department of Education and State College personnel will work with the librarians in these meetings.

The South Carolina Library Association and the School Library Section of the South Carolina Education Association are planning district meetings which will center on the selection and evaluation of materials. A chairman will be appointed for each of the meetings and an opportunity afforded for school librarians to examine and evaluate some of the new materials which are being published. The materials will be selected from the office of the supervisor of library services.

A new scholarship to be known as the Mary R. Mullen Scholarship was established by the Alabama Library Association at its 53rd annual meeting in April, 1957, honoring Mary Mullen who retired in July, 1956 as librarian of the State Department of Archives and History after thirty-eight years of devoted service to the State and to the Alabama Library Association.

The North Carolina Book Reviewing Project, sponsored jointly by the North Carolina Library Association and the North Carolina Education Association, is now in its second year. During 1956-57, the seven regional committees, consisting of school and public librarians, assisted by teachers and students, reviewed over 425 new publications, evaluating them in terms of content, style, format and

potential uses. Review copies are furnished by the office of the State School Library Adviser. Response to the project has been enthusiastic, and the plans for 1957-58 are to provide media for sharing the reviews with librarians and schools throughout the state.

Open house was held at the new BHM Regional Library, Washington, North Carolina, on October 7. Visitors were welcomed to inspect the new quarters and refreshments were served. The new building, a concrete block and brick veneer structure, was built earlier this year after the old quarters were condemned. Funds appropriated by the three counties were used to finance the project.

The Pilot Mountain and Community Free Public Library, Pilot Mountain, North Carolina, was dedicated on October 13. The building was given by Charles Haywood Stone. The printed program for the occasion cites the following: "This institution was born of a man's desire to afford the people, especially the children, in the community of his birth, an opportunity to further their education and become better informed."

The new quarters of the Kinston-Lenoir Library, Kinston, North Carolina, were officially opened to the public with a ribbon-cutting ceremony on July 25. Tours of the new library were conducted by library personnel. The recently renovated "old Mitchell house," which was purchased jointly by the city and county for the library early this year, contains some 1,000 more square feet than the old library. Partitions have been removed and shelves installed to convert the downstairs rooms to library use. The upstairs suite provides space for the young adult collection, the music and pro-

jection room, the board room, and special collections.

The Lee-Tallapoosa Regional Library, with headquarters at Dadeville, Alabama, was joined by Coosa County in October to form Alabama's first tri-county regional system. The new library has been named the Horseshoe Bend Regional Library. Mrs. Harold Klontz, of Auburn, is director.

Limestone and Morgan Counties, Alabama, have just made the necessary appropriations to organize the State's seventh regional library service. To be known as the Wheeler Basin Regional Library, these counties will get their program under way around January 1.

The Alabama Public Library Service Division's Appropriation for the biennium beginning October 1, 1957 is \$187,500 for 1957-58, and \$179,500 for 1958-59. The largest previous appropriation was \$115,000.

Plans are being drawn for a new library building for The Citadel in Charleston, South Carolina. The architects are Lockwood and Greene of Spartanburg, and the library consultant is J. Russell Bailey of Orange, Virginia.

A former mayor of Knoxville, Tennessee, George R. Dempster, was a successful contestant recently in the \$64,000 question program. His category was politics. When asked how he prepared for his program, Mr. Dempster said, "I just went home and began studying. The staff at the public library gave me some good books."

Construction of a contemporary type \$600,000 building to replace the Cossitt Library, Memphis, Tennessee, will start next spring. The rear and newer part of the present library will be retained and merged with the modern structure. The new

library will be a two-story facility, the walls of the ground floor being of glass and red granite. The second floor will feature full-length windows with aluminum fins which shade sun-rays but allow maximum entry of daylight.

A workshop on Library Service for Young Adults will be conducted by the Library School of Louisiana State University, February 23-28, 1958, under the co-sponsorship of the ALA Library Education Division and with the cooperation of the Louisiana State Library and the ALA Young Adult Services Division. Ray M. Fry, librarian after January 1, 1958, of the Rosenberg Public Library, Galveston, and presently director, Young Adult Services, Dallas Public Library, will direct the conference, assisted by Grace Slocum, coordinator, Work with Young Adults, Brooklyn Public Library. For further information, and for reservation, address the Library School, Louisiana State University, Baton Rouge, Louisiana.

The Mayor and Council of Savannah, Georgia, and the Board of Managers of the Savannah Public Library dedicated the Down Town Branch Library on November 24, and renamed it in honor of Ola M. Wyeth, "to recognize her distinguished service to Savannah during the twenty-seven years she served as head librarian."

Berry Schools, Mt. Berry, Georgia, dedicated the Sarah Hamilton Fleischmann addition to the College Memorial Library on Sunday, October 6. Florrie Jackson, librarian, received much of the credit for planning this attractive new wing.

The newly remodelled Emory University Library held Open House on the evening of November 15, in connection with the inauguration of

Walter Martin, Emory's new president. A number of librarians and faculty members were present to hear an address by William S. Dix, librarian of Princeton University, and to congratulate Guy Lyle, librarian, on the functional and pleasing rearrangement of the library areas.

The City Council of Macon, Georgia, and the Library Trustees of Macon, Georgia, held dedication services on Wednesday, October 30, for the Price Library Annex. This annex is the administration center for the Macon Libraries and the Middle Georgia Regional Library.

The *Southern Observer* published in Nashville, Tennessee, from 1953 to

1956, will resume publication in January, 1958. Forrest F. Reed is editor.

CORRECTIONS

Unfortunately several typographical errors and at least two other mistakes occurred in the last issue of the *Southeastern Librarian*. The item about Margaret Wright (p. 97) should have read "Margaret Wright is the new librarian of the Pickens County Library, Easley, South Carolina." The amount of money available for each of the nine South Carolina counties (p. 100) was unaccountably increased from \$2,500.00 to \$2,500,000.

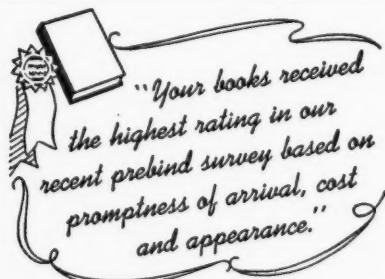
New Wine—New Bottles

(Continued from p. 116)

the beep-beep from outer space ticks off our race against time. When we become librarians we assume the responsibility of doing our part in maintaining the mental awareness, the political and social responsibility of our body politic in order that our

great civilization will continue to withstand the storms of the twentieth century.

Thus we can become the new wine for the new bottles which the aforementioned good omens may provide us.



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